R4800-2A

TESTING
After six years of litigation, the case of *Debra P.* appears to have ended with a ruling by an appeals court that Florida schools do, in fact, teach the skills tested in the mathematics and English "exit" exams that are required for graduation.

See Page 5.

LICENSING
Reacting to a spate of recent child-abuse cases in schools, experts and parents are questioning the adequacy of regulations governing preschools and day-care centers, and one group is launching a national effort to ensure higher standards.

See Page 8.

FINANCING
The final segment of a six-year, Congressionally mandated study on school finance has been declared a failure and a "misconception of the research problem" by an advisory panel appointed by President Reagan.

See Page 12.

EDUCATION WEEK

American Education's Newspaper of Record Volume III, Number 33 · May 9, 1984

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Promoting Enrollment, Philosophy, and Image

Private Schools Advertise in 'Buyer's Market'

By Cindy Currence

There are those in private education who will call them "heretics," say private-school educators across the country who are gearing up for advertising campaigns this spring.

But they expect the benefits of their promotional strategy to far outweigh any concerns about the "appropriateness" of advertising.

"The saying is that there are those who should not advertise—those who are ethical, those who are religious, and those in education," said Randall Storms, headmaster of the Wichita Collegiate School in Kansas. "And I think there is still some medieval thought along that line today."

But in spite of that resistance, private-school administrators increasingly are looking to advertising as a means of solving some of the problems facing private education today, said Joel S. Strangis, director of admissions and development at the Sayre School in Lexington, Ky., and the chief advocate and developer of the school's promotional campaign.

Sessions on advertising offered by the National Association of Independent Schools at its last two annual conferences have been "packed," said Mr. Strangis, who conducted the advertising workshop at the N.A.I.S. conference this spring. The interest in promotional advertising is increasing because "it works," the development director

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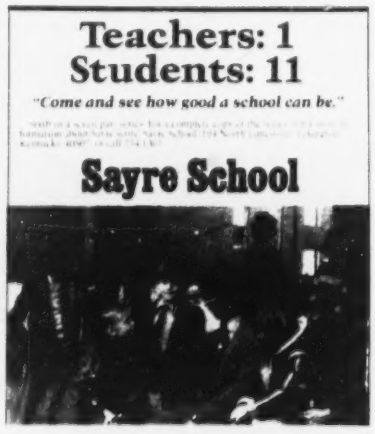

Plan To Fingerprint Florida Teachers Sparks Debate

Goal Is Keeping Abusers Out of the Classrooms

By Linda Chion-Kenney

Gov. Robert Graham of Florida, in an attempt to keep child abusers out of the classroom, is supporting proposed legislation that would require first-time applicants for teaching jobs in the state to be fingerprinted before they could receive certification.

The fingerprints would be checked against criminal prints on file with the Florida Department of Law Enforcement and the Federal Bureau of Investigation.

See related stories on pages 8 and 9.

Only three states and the city of New York now have the authority to check the fingerprints of teachers against the prints of approximately 22 million individuals with serious criminal records on file with the F.B.I., said William Garvie, an agent in the F.B.I. identification division.

That authority is recognized, he said,

Continued on Page 17

Mississippi Plan Links Schools' Achievement, Accreditation

State Pioneers First 'Performance-Based' System

By Susan Walton

A task force in Mississippi has completed work on what may be the first statewide system in which school accreditation hinges on students' achievement and other "performance-based" standards.

Mississippi, apparently the first state to set up a system of this kind, has based its plan on research on school effectiveness.

Although other states and districts are using the research as the basis of school-improvement efforts, no others have yet taken the research and fashioned its findings into a school-accreditation system, according to experts in the field. Mississippi was required to do so by legislative mandate, approved as part of its 1982 education-reform act.

The commission, charged by the legislature to develop a performance-based system, does not have to submit the plan to any other body for approval. The plan—which may be modified somewhat by the commission—will go into effect in a limited number of schools beginning next fall.

Departure From Tradition

The new system represents a significant departure from the traditional way that states and regional accrediting agencies have accredited schools, which focuses on access to facilities, teacher certification, library books, and the like.

The new method, turning instead to the outcome of schooling, acknowledges that access to facilities does not guarantee learning.

The task force is hopeful that the new system will lead to "widespread improvement of school practices, which will almost certainly lead to improved student achievement," said Olon Ray, chairman of the task force and superintendent of the Biloxi Municipal Separate School District.

"We have identified the kinds of things that make a difference in good schools," Mr. Ray said. "We have said that schools will be looked at in terms of how well they're doing, and that continuous improvement will be the responsibility of each school district. That's what accreditation should be all about. That's not what it's been about."

School districts that do not meet the standards set for them will be placed on probation. Those that either fail to submit a plan to remedy their problems or fail to correct them may lose their accreditation and along with it, their state funding.

'Interesting Idea'

Although acknowledging that the process of setting up such a system will not be easy, researchers and practitioners who have advised Mississippi or who have studied the issue themselves tend to agree that the idea is well worth investigating.

"I think it's something that needs to be done," said P. J. Newell, assistant commissioner of education for instruction in the Missouri Department of Education. The

Continued on Page 20

Hispanic Group Issues Reform Proposal

By Sheppard Ranbom

Arguing that national reports and state and local initiatives to upgrade education have overlooked "the serious underachievement problems confronted by minority students," a national network of Hispanic educators and advocates last week released a series of recommendations for policymakers to consider as they develop and implement school reforms.

The recommendations, proposed by the Denver-based Center for Hispanic Educational Leadership (C.H.E.L.), mark a historic moment for Hispanic education because they represent "the first time that the national Hispanic community has pulled together to speak in one voice as to what the comprehensive educational needs are for Hispanics," said Gumecindo Salas, president of the Michigan State Board of Education and a member of the C.H.E.L. panel that formulated the recommendations.

"In the past, the announcement of Hispanic educational needs has been done

Continued on Page 15

Funding Equalization Is Ordered Again for Connecticut Schools

By Susan G. Foster

A Connecticut state judge has ruled that portions of the state's system of financing public schools remain unconstitutional, seven years after an earlier ruling by the state Supreme Court required state officials to reduce funding disparities that denied students equal educational opportunity under the state constitution.

A panel attacks federal school-finance reports. See story on page 12.

State Superior Court Judge Arthur L. Spada's April 24 decision orders the state to take appropriate corrective actions, including providing full funding for its aid program to local districts and eliminating a per-pupil flat-grant program that the high court had previously deemed unconstitutional. The judge also ordered the state to void its nonspecific curriculum laws and to mandate core subjects for all students in-

Continued on Page 19

IN SUMMARY

Testing Teachers in Missouri
The state legislature has voted to require prospective teachers to pass tests in the disciplines they will teach. **Story on Page 5.**

'Copping Out' in Detroit?
Civil-rights groups plan to appeal a federal court's decision to lessen its oversight of a desegregation case. **Story on Page 6.**

A 'Radical' Alternative
A New Jersey commission has proposed that school districts be given the power to train teachers largely on their own. **Story on Page 7.**

A Matter of Choice
Supporting more choice for parents, a group of educators also sees serious obstacles to achieving it. **Story on Page 7.**

The Rising Cost of College
To pay the bill for their public colleges, some states are charging far more tuition than others, an analysis finds. **Story on Page 10.**

Educating Teachers
A new study shows that liberal-arts graduates perform as well as or better than education-school graduates. **Story on Page 11.**

The Merit-Pay Battle in Florida (Cont.)
Over the governor's objections, cabinet officers waive a requirement that teachers be tested in their subject. **Story on Page 11.**

Many Tongues, Same Dilemmas
Educators from 15 nations see teacher incentives, the school-work connection, and governance as key issues. **Story on Page 12.**

For Lack of a Quorum
House committee action on the "American defense education act" was delayed last week when Republicans walked out. **Story on Page 13.**

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THE WEEK

FEDERAL

House Approves Child-Nutrition Reauthorizations

The House voted overwhelmingly last week to increase federal aid for child-nutrition programs by lowering school-lunch prices and loosening eligibility requirements for reduced-price meals.

H R 7, which reauthorizes five expiring school-lunch and child-nutrition programs for four years, also includes the provision of H R 4091, a bill passed by the chamber last October, that raised the income-eligibility level for reduced-price meals and lowered the price charged for such meals.

The measure also contains a provision requiring the federal government to pay the costs imposed on school districts by regulations requiring the verification of applications for free and reduced-price meals.

It also restores a provision of the law allowing certain nonprofit sponsors to participate in the summer-feeding program.

According to House aides, the bill, as amended, would restore about $160 million, or almost 10 percent, of child-nutrition cuts enacted by the Congress in 1981.

Research Indicates Alcohol Education Increases Awareness

Alcohol-education programs produce significant increases in knowledge about the effects of alcohol use, but how that increased knowledge affects students' drinking behavior is unclear, according to research findings released late last month by the U. S. Department of Health and Human Services.

"A few studies have looked at the impact on actual drinking," researchers write in the "Fifth Special Report on Alcohol and Health," "but the changes that have been found are hard to interpret."

The survey results were presented at the Second National Conference for Youth on Drinking, an event sponsored by H.H.S. that brought more than 300 high-school students from across the country to Washington recently for a discussion of alcohol-abuse-prevention programs.

According to the report, alcohol-education programs, particularly those programs aimed at students in grades 6-9, "show promise" as an effective prevention strategy.

Other findings of the report include:

- One-third of American adults do not drink, but the other two-thirds consume enough alcohol for every person in the country over the age of 14 to drink either 591 cans of beer, 115 bottles of wine, or 35 fifths of whiskey annually.
- Chronic brain injury caused by alcohol is second only to Alzheimer's disease as a known cause of mental deterioration in adults.
- Drivers with blood-alcohol levels above 0.10 percent are up to 15 times more likely to have a fatal automobile accident than sober drivers.
- Drinking is estimated to be involved in up to 38 percent of child-abuse cases.

Senate Committee Seeks Agreement on Head Start Measure

Members of the Senate Labor and Human Resources Committee held negotiations late last week intended to clear the way for passage by the panel this week of a bill reauthorizing the Head Start program for disadvantaged preschool children.

"We hope to reach an accommodation that folks can live with," said a committee staff member of two competing reauthorization proposals.

One bill, S 2565, sponsored by Republican Senators Jeremiah Denton of Alabama and Orrin G. Hatch of Utah, would authorize the program for three years with annual funding of $1.075 billion. The other, S 2374, whose chief sponsor is Senator Robert T. Stafford, Republican of Vermont, would authorize the program for five years, at $1.2 billion in fiscal 1985, $1.4 billion in fiscal 1986, and "such sums as may be necessary" in the next three years.

The committee is expected to take up the reauthorization measure on May 10. Late last month, the House Education and Labor Committee approved H R 5145, a Head Start measure that would authorize $1.1 billion for the program in fiscal 1985, rising to $1.35 billion in fiscal 1989.

N.S.F. Measures Clear Full House, Senate Committee

Precollegiate mathematics- and science-education programs would receive $54 million in fiscal 1985 under a National Science Foundation reauthorization bill passed by the House late last month.

In all, N.S.F. would receive $1.56 billion under the bill, H R 4974, or about $58 million more than President Reagan requested. Most of the increase, however, is for a new scientific computing program; the amount earmarked for elementary- and secondary-education programs would remain at its current level.

The Senate Labor and Human Resources Committee marked up its version of the N.S.F. bill, S 2521, last week.

In addition to retaining the existing level of funding for precollegiate mathematics and science programs, the committee approved amendments to the measure that would increase funding for programs designed to encourage women and minorities in science and mathematics and for biological, social, and behavioral research.

NATIONAL

Counselors Suggest Means To Evaluate Merit Programs

Parents and students—and not counselors—should be responsible for judging the value a student might receive from recognition programs that frequently sell related products and directories, the American School Counselor Association has decided.

At its annual convention in Houston recently, the association drafted a position paper that says, "It is the responsibility of school counselors to be able to help their clients evaluate these programs based upon a set of specific standards."

Nine recommended questions for students and their families to consider when evaluating the merits of individual student recognition programs—such as Who's Who Among American High School Students—were listed by the A.S.C.A.

They include whether an individual is required to pay a fee or dues as a prerequisite for recognition and whether the selection criteria are clearly and accuarately stated and adhered to.

Other questions to ask, the association says, is whether written verification by a local school official of school achievement and activity is required; whether it is implied that recognition is automatically a major consideration in college selection; and whether there is a policy of providing refunds to people who are dissatisfied with the products purchased.

"Now counselors have viable, uniform guidelines to evaluate the relative merits and policies of all recognition programs," said Paul Krouse, publisher of Who's Who Among American High School Students, which claims to be the nation's largest student-recognition publication.

"The ultimate winners," Mr. Krouse said, "will be the students who have earned and deserve recognition, but who must be protected from fly-by-night programs."

More Women in Jobs In District-Level Administration

The number of women holding positions in public-school districts in

Wide Variation Found in Tuition Rates of Public Colleges

By Sheppard Ranbom

In order to balance the books of their public systems of higher education, some states must charge far more tuition than others, suggests a new study of the financial underpinnings of state colleges and universities.

Conducted for the National Institute of Education, the study analyzes the relationships between taxation, population, enrollment, and tuition levels in each state to suggest how they compare in terms of funding and tuition per student, among other measures.

Tuition charges per student at public colleges in Vermont, for example, represent the highest in the nation, according to the study. The public institutions there took in $3,420 per student in tuition this academic year—more than six times the $515 and $519 in tuition per student averaged by similar institutions in California and Connecticut, respectively, the study indicates.

The study, "How States Compare in Financial Support of Public Higher Education, 1983-84," was conducted for the N.I.E. by the higher-education researcher Kent Halstead.

It is one of a series of reports designed, the researcher writes, to provide governors, state legislators, and citizens with comparative data on school and college finances to help them assess the "adequacy of tax rates and program funding."

Tuition Revenues

States with low appropriations to colleges—such as New Hampshire ($1,925 per student this year), Vermont ($2,450 per student), South Dakota ($2,486 per student), and Ohio ($3,063 per student)—rely heavily on tuition revenues to operate their public colleges, Mr. Halstead says. By contrast, Hawaii, which this year provided appropriations of $5,190 per student, this year charged an average of $600 per student in tuition.

This wide variation, according to Mr. Halstead, reflects in part the fact that some public colleges and universities enroll many out-of-state students, who pay higher tuition. Comparisons between the level of public-college enrollments and the number of in-state high-school graduates indicate that "both residents and non-residents are attracted to attend public institutions in such states as Arizona, California, Wyoming, Kansas, Oregon, and Colorado," he writes.

Public colleges in Arizona this year enrolled more than four times the number of people who graduated from the state's high schools last spring, but the enrollments at public institutions in Maine and Pennsylvania this year total less than double the number of in-state high-school graduates last spring, according to the analysis.

Funding Needs Vary

The study found that states with higher-education systems that emphasize graduate education, public service, and research—such as Iowa, Louisiana, Maryland, Nebraska, and Utah—"require funding up to 20 percent more per student than the national average, and up to 40 percent more" than systems that emphasize undergraduate and two-year training.

By contrast, California and Nevada, which have a large proportion of students enrolled in two-year colleges, are "funded acceptably with appropriations 15 percent below the national average," the study says.

Seven Richest Localities

The seven localities richest in tax revenues (excluding Hawaii) operate the "least expensive" public higher-education systems, Mr. Halstead notes, because they emphasize attendance at four-year and two-year colleges. These include Alaska, California, the District of Columbia, Massachusetts, New Jersey, New York, and Wyoming.

According to the study, "states and their residents are the primary supporting agencies for public higher education." About 70 percent of the schools' operating funds (excluding government grants and contracts) came from state and local government appropriations, while tuition revenues provided another 18 percent of funds for public colleges.

Among other findings:

- Minnesota, Wisconsin, South Dakota, and Iowa have the highest percentage of high-school graduates per thousand residents, while Florida, the District of Columbia, Arizona, California, and Nevada have the lowest. Minnesota, with 16 graduates per thousand residents, last spring had 65 percent more graduates than the lowest-ranking state, Florida, with 9.7 graduates.
- North Dakota has the highest full-time-equivalent college enrollment per 1,000 citizens. Arizona, California, and Wisconsin also have large public systems relative to their populations. Maine and Pennsylvania have the lowest college-enrollment rate per 1,000 citizens.
- The share of tax revenues appropriated for public higher education varies from a high of 17.6 percent in Mississippi to a low of 5.2 percent in New Hampshire.

Factors in State Support of Public Higher Education, 1983-84

States	Appropriations per student (in dollars)	Tuition per student (in dollars)
Ala.	3,356	1,108
Alaska	11,495	966
Ariz.	3,431	958
Ark.	3,680	935
Calif.	3,614	515
Colo.	3,177	1,582
Conn.	3,972	519
Del.	3,626	1,959
D. C.	7,281	683
Fla.	3,826	768
Ga.	4,583	1,077
Hawaii	5,190	600
Idaho	3,818	614
Ill.	3,541	853
Ind.	3,396	1,712
Iowa	3,834	1,287
Kan.	3,806	950
Ky.	4,690	1,125
La.	3,966	958
Me.	3,086	1,609
Md.	3,640	1,314
Mass.	3,948	810
Mich.	3,243	1,607
Minn.	3,891	1,154
Miss.	4,010	1,027
Mo.	2,963	1,172
Mont.	3,660	689
Neb.	3,831	1,087
Nev.	3,472	1,031
N. H.	1,925	2,576
N. J.	4,178	1,215
N. M.	4,405	860
N. Y.	5,185	998
N. C.	3,688	545
N. D.	3,659	953
Ohio	3,063	1,912
Okla.	3,386	607
Ore.	3,768	1,363
Pa.	3,791	2,209
R. I.	3,636	1,579
S. C.	4,250	933
S. D.	2,487	1,054
Tenn.	3,289	1,024
Tex.	4,929	737
Utah	3,912	964
Vt.	2,450	3,520
Va.	3,446	1,286
Wash.	3,673	746
W. V.	3,129	1,045
Wis.	3,582	1,218
Wyo.	6,279	794

Source: "How States Compare in Financial Support of Public Higher Education 1983-84," National Institute of Education.

Suicide Prevention

The Oregon State Board of Education has instructed the state education department to begin working on a plan to help schools prevent students from committing suicide.

The board gave the instruction after hearing testimony from James Hutchinson, a parent from Lake Oswego, Ore., whose teen-age son committed suicide nearly two years ago.

"I became an expert on teen-age suicide the hard way," Mr. Hutchinson said, adding that "most schools don't want to discuss suicide—the fear is that if we talk about it, it will give [the students] the idea."

He recommended that the board consider prevention programs that would be built into school curricula and would include training more school personnel to detect the symptoms of suicidal behavior. —C.C.

COLLEGES

Last month, William Kennedy, the Albany-based author, received a Pulitzer Prize award of $1,000 for his third novel. This month, a graduating senior at Washington College in Maryland will receive a literary award 35 times larger than that amount.

The Sophie Kerr Prize, offered to the graduating senior at Washington College who shows "the best ability and promise for future fulfillment in the field of literary endeavor," is the largest literary award in the nation and one of the largest literary awards in the world, according to John Holdren, an assistant professor of English at the college.

Sophie Kerr, Mr. Holdren explained, was a native of Maryland's Eastern Shore who wrote "light fiction" and "had no message to leave the world."

But upon her death in 1965, she left the college a $500,000 endowment, stipulating that half of the interest be used for the literary prize.

The fund has brought some well-known writers to teach on the campus. This year, the interest will be used to provide the talented senior a cash award of about $35,000.

□

Arguing that knowledge "is now the basic capital, the fundamental requisite" that is as crucial to the country's future "as land or oil," a report from the American Council for Policy Analysis and Research, an organization of 25 Washington-based higher-education associations, claims that policymakers need to begin addressing some of academe's most pressing needs in order to maintain national economic strength.

The report says that higher education continues to be a major industry, comparable in annual outlays ($70 billion) to the automobile or communication industries.

But colleges and universities need to improve their physical plants, one third of which were built before 1950; they must also obtain increased support for graduate education and the purchase of new equipment in every realm, from microcomputers to "modern devices for medical schools and researchers."

Other major areas of need cited in the report include revitalizing college faculty members, obtaining more federal funds for student financial aid, and generating new support for foreign languages, international exchanges, and guidance for the growing number of foreign students attending U. S. colleges.

□

In an attempt to assess the status of humanities education at the nation's colleges and universities, the National Endowment for the Humanities has asked a 30-member panel to study all aspects of college programs, from trends in course enrollments, majors, and student ability to exemplary curricula.

In a letter to the panel members, William J. Bennett, the endowment's chairman, wrote that Americans "have read and heard a great deal in recent years about how the humanities are ailing on our nation's college campuses," but "there seems to be little agreement as to the causes of the illness, even less as to its cure." —S.R.

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JOBS

None of the fastest growing fields of employment in the next decade will involve high technology, says a new study, and only two—teaching and nursing—will require postsecondary training.

See Page 11.

FAMILIES

Participants in a "Black Family Summit" have called on the nation's leading black organizations to develop their own programs to motivate students and improve their academic performance.

See Page 6.

CHILDREN

Following a rash of child-abuse scandals, the Congress has adopted legislation that provides more severe penalties for child pornographers, and researchers reflect on the pyschological effects of sexual abuse.

See Page 5.

EDUCATION WEEK

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Diffusion Network Is Threatened By Funding Dispute

By Tom Mirga

WASHINGTON—A number of state and local school personnel who depend on funding from the National Diffusion Network prepared to shut down or scale back their operations late last week because of a federal court order that has frozen the federal agency's finances.

According to state and federal officials familiar with the situation, the agency, which finances the dissemination of information on "educational programs that work," was scheduled to award approximately $9 million in grants on May 12 to 56 teachers and curriculum specialists who have developed effective educational programs and to 53 state and territorial officials who act as "matchmakers" between these developers and school districts interested in adopting their teaching methods.

An additional $1 million in new "developer/demonstrator" grants is scheduled to be awarded on June 15 to 28 locally based instructional-improvement projects.

But the grants are being held up indefinitely in Washington as a result of a series of court orders handed down by a federal

Continued on Page 18

Education Courses Waived for Teachers In New York City

By Thomas Toch

The New York City Board of Education has voted to drop its requirement that new teachers successfully complete education courses before they begin teaching.

It will also encourage graduate students enrolled at colleges and universities in the city, especially those studying mathematics or the sciences, to teach in the city's schools part time, according to Edward P. Aquilone, director of the school system's division of personnel. Those teachers will also be exempted from fulfilling education-course requirements before they begin teaching.

Under the new regulation, new teachers will no longer be required to earn six credits in education before they can teach in the city. Instead, they will be allowed to complete those credits within 12 months of be-

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International Math Assessment Finds U.S. Students 'Average'

By Anne Bridgman

The average performance of American students in mathematics has apparently neither improved nor declined relative to that of students in 24 other nations since the first international comparison of math achievement was made 20 years ago.

That is the preliminary conclusion of the U. S. researchers who participated in the Second International Mathematics Study, whose early findings were released late last month at the annual meeting of the National Council of Teachers of Mathematics in San Francisco.

"There is not much evidence of any change whatsoever," said Kenneth J. Travers, professor of mathematics education at the University of Illinois and chairman of the International Mathematics Committee. "There is enormous variation across the United States in how much math is taught and how much is

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BARBARA HADLEY

High achievers balance out low achievers, math study finds.

Nation's Largest Schools of Education See Hints of Enrollment 'Turnaround'

By Sheppard Ranbom

Preliminary admissions data from some of the nation's largest schools of education indicate that their teacher-training enrollments, for the first time since they began plummeting in the early 1970's, may hold steady or even rise next fall.

Henry J. Hermanowicz, dean of Pennsylvania State University's College of Education, said the school has received a greater number of undergraduate education applications for next fall than ever before; it has offered admission to 539 students, 28 percent more than last year's 420.

The increased interest in the undergraduate education program, which last year raised its admission requirements, is "reflective" of changing attitudes toward education in Pennsylvania and around the country, Mr. Hermanowicz said.

"Education is becoming more attractive," he added. "It is now being realized, due to the series of national reports, just how important education is to our nation's future."

'Bottoming Out'

Officials of the schools of education at Michigan State University, the University of Florida, The Ohio State University, and Teachers College, Columbia University (a graduate program), also say that their enrollments, which have declined annually by about 5 to 7 percent since 1971, are "bottoming out" and should hold stable or even begin to swell this year.

The indications of renewed interest in teacher-training programs follow several years of predictions by educators, demographers, and officials in a number of states that widespread teacher shortages are likely unless more new teachers are trained. Statisticians at the National Center for Education Statistics have projected, for example, that the school population will begin to grow again in 1985 and will rise by about 2 percent, or 400,000 children, annually for about 15 years.

But the number of new graduates produced annually by education schools has been declining steadily for nearly 15 years, from 314,000 in 1970 to under 120,000 last year, according to federal statistics.

In addition to the school-reform movement, which education-school officials say has encouraged students to believe that school climates are improving and that the

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Reagan Officials Deny Opposition To Title IX Bill

Assert Their Support as Congress Hearings Begin

By Tom Mirga and Anne Bridgman

WASHINGTON—The White House moved quickly last week to quash reports of a potentially embarrassing election-year schism within the Reagan Administration over legislation that would broaden the scope of federal laws prohibiting discrimination on the basis of race, sex, age, and handicap.

Press reports early in the week quoted high-ranking officials in the Justice Department and the Office of Management and Budget as viewing the proposed "civil rights act of 1984," H R 5490 and S 2568, as an unwarranted expansion of federal authority. The reports went on to say that moderates on the White House staff and officials in the Education Department either supported it or had not adopted a position on it.

Shortly after the reports were publicized, the White House called a press conference during which a Presidential spokesman stated that "the Administration is not opposed to Congress enacting [the] legislation."

Later in the week, C. Anson Franklin, an assistant White House press secretary, said in an interview that "the proposal will be reviewed at a high level in the Administration."

"We are in the beginning stages of that review now," he added.

Re-election Concerns

Political observers have pointed out that President Reagan could weaken his chances for re-election if he offends women, Blacks, Hispanics, the handicapped, and the aged by opposing the legislation.

The companion bills under consideration would, in effect, nullify the U. S. Supreme Court's narrow reading in late February of Title IX of the Education Amendments of 1972, which mandates the equal treatment of men and women in education.

In its ruling in *Grove City College* v. *Bell*, the Court sided with the Administration and held that the Education Department could not enforce Title IX's anti-bias provisions throughout an educational institution but only in the "program or activity" within an institution that receives federal assistance. *(See Education Week, March 7,*

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